



International Professional
Development Association

CONFERENCE PROGRAMME

Here be Dragons – I am not a Robot...

Aston University, Birmingham, UK

14th-16th November 2024

Welcome to the IPDA International Conference



It is a great pleasure to welcome you to the IPDA 2024 conference. The conference is an extension and continuation of the work our IPDA community engages with focusing on Professional Learning, and we are looking forward to learning more about the research and practice our members are aiming to share with us at the event. It is a unique opportunity to bring together experiences as well as Early Careers Researchers and

Practitioners. The IPDA conference is a true celebration of all our Association's collaborations and work.

IPDA is continuing to grow as a community and this year we welcomed IPDA Nigeria and IPDA Vietnam to the IPDA Family. We have additional IPDA Associations aiming to launch within 2025 as well, and we are looking forward to working closely with colleagues to engage with their research and practice regarding Professional Learning.

The conference provides us with a timely opportunity to discuss key debates, research and practice regarding the challenges and opportunities we face to help shape professional learning, and we look forward to engaging with you.

Developing a conference to reflect our membership's voices, as well as celebrate the work engaged with is not an easy task, and we would like to extend our thanks to the conference sub-committee, and our conference sub-committee chair, Dr Catriona Oates.

Dr Lizana Oberholzer

IPDA Chair



Online resources and downloads

- Full conference programme
- Abstracts booklet
- Poster presentations

<https://ipda.org.uk/ipda-2024-conference-resources/>



Conference Awards

Winners receive an ebook



Routledge
Taylor & Francis Group



Friday

Best Early Career Presentation
Most Intriguing Abstract
Best Presentation Award – Day 1

Saturday

Best Presentation Award – Day 2
Glimmering Moment Award
New Members Prize

Early Career Researcher Forum

18.00-20.00

Register for this event on

Eventbrite

<https://www.eventbrite.co.uk/e/ipda-pre-conference-early-careers-researchers-and-doctoral-forum-tickets-1006883604967>

17.30	Welcome <i>Dr Lizana Oberholzer</i>		
17.40	Keynote: Uncharted territory for professional learning. What dragons do we need to focus on? <i>Prof Caroline Daly, University College London</i>		
18.10	Q&A - chaired Dr Lizana Oberholzer		
18.30	Parallel Sessions		
19.50	Plenary <i>Dr Lizana Oberholzer</i>		
Room 1 <i>Chair: Siobhán Weekes</i>	The lived educational experiences of autistic trans and non-binary students in the Republic of Ireland: Inclusivity labour <i>Dr Maggie Green</i>	Making good use of gamification to enhance leaning <i>Daudu Ayodeji Olajide</i>	Not All Triangles Are Equilateral: Making the Case for Better Preparing Newly-Qualified Primary Teachers to Work with Families from Educationally Disadvantaged Backgrounds <i>Siobhán Weekes</i>
Room 2 <i>Chair: Dr Linda Devlin</i>	They have the right to be included: A neuro-affirmative approach to including autistic pupil with a significant learning disability alongside their peers <i>Elizabeth Flanagan</i>	Professional learning for work-based learning practitioners – an exploration of its place in the education eco system of Wales <i>Ulrike Vogel</i>	Leveraging AI for Inclusive Education: Exploring Teacher Competencies and Challenges in Pakistan's Private Secondary Schools <i>Hina Amjad</i>
Room 3 <i>Chair: Dr Catriona Oates</i>	Cross-Sector Professional Learning in Early Childhood Education: Opportunities and Challenges in the Irish Context <i>Alison Nulty</i>	Teacher Professional Learning and Development: Navigating Play-based Learning in Nepal's Kindergartens <i>Naresh Khatri</i>	Leading change: Putting teacher agency at the centre of a primary school professional development model <i>Emma Pape</i>
Room 4 <i>Chair: Dr Karen Vincent</i>	Navigating Uncharted Waters: The Evolving Role of Prison Chaplains in Prisoner Mental Health and wellbeing Support <i>Anne M. Kairu</i>	Charting new territory in nurse education <i>Colette Lyng, Dr Eamon Costello, Dr Peter Tiernan</i>	Understanding and Supporting the Changing Role of Further Education and Training Teachers <i>Sean Manley</i>
Room 5 <i>Chair: Derek Boyle</i>	Appreciating the unobservable: How and why does professional learning work for individuals? <i>Eleanor Hotham</i>	Navigating gender discrimination: an exploration into the impact of experiences of sexism on the wellbeing of Home Economics teachers in the Irish post-primary context <i>Clare Hogan</i>	The Influence of School Leadership on Teacher Professional Learning: Challenges & Opportunities <i>Dr. Tríona Cunnane</i>
			Fast-tracking within formal sport coach education: The perspectives of British Orienteering coaches and coach developers <i>Thomas Leeder</i>

Keynote

Online



Prof Caroline Daly

University College London

Uncharted territory for professional learning. What dragons do we need to focus on?

Abstract

Expectations made of teachers are numerous, complex and inter-related. We need professional learning that can help a teaching profession to secure the education that all young people deserve. There is concern about rates of pupil unhappiness in school, the numbers of young people absent from school and the challenges they face in navigating social media, misogyny and racism. Related issues around the mental health of young people reinforce the need for teachers, including Early Career Teachers, to understand the complex impacts of school experience on pupils, in relation to wider societal issues. At the same time, the challenge of retaining teachers is well-evidenced. This talk will explore the priorities for steering professional learning at a time when, more than ever, we need to help teachers to optimise educational opportunities for all and make school the place where both pupils and teachers can thrive.

Biography

Caroline Daly is Professor of Teacher Education at IOE, UCL's Faculty of Education and Society, where she is Director of the Centre for Teachers and Teaching Research. Prior to joining the IOE, she taught in schools for ten years. Her research with school leaders, teachers and mentors investigates how school cultures shape the beliefs and practices of new teachers. Caroline has worked extensively with teacher educators in England, Wales and New Zealand. She is co-editor of *Learning to Teach English in the Secondary School* (2021) and *Reflective Teaching* (2023), exploring teachers' evidence-informed professional learning. Caroline is a Fellow of the International Professional Development Association.

Welcome & Keynote

Room 144-145



Dr Anne Pirrie

University of West Scotland

In this session:

8:30	Registration
9:30	Welcome Dr Lizana Oberholzer
9:45	Keynote Presentation
10:15	Q&A

The 'Cruel optimism' of professional development

Abstract

My starting point for this presentation is a critical reading of *The Great Wave*, the iconic woodblock print by the Japanese artist Katsushika Hokusai. To the Western eye, accustomed to reading from left to right, the first thing that strikes the observer is the sheer scale of *The Great Wave*. The surging breakers seem to possess a demonic energy. They even threaten to engulf an active volcano, Mount Fuji. To the Japanese eye, which is accustomed to reading from right to left, the first thing the viewer notices, and the image that lingers in the imagination, is of the eighteen (or so) desperate individuals being tossed around in their slim boats and about to be engulfed by the gaping jaws of the great wave. These are not uncharted waters, but a clear and present danger.

How might 'seeing double' help us to think about professional development? Might it be the sea that is the problem rather than the monsters lurking in uncharted waters? Perhaps the danger lurks in familiar territory, that is to say in accepted notions of professional development, and in standard Western ideas of what it means to be an education professional. Perhaps uncharted waters occupied by sea monsters or other mythological creatures provide the solution rather than the challenge. I shall draw on the notion of 'cruel optimism' to navigate between the Scylla of accepted notions of professional learning and the Charybdis of personal

responsibility for learning. 'Cruel optimism' is the term used by the cultural theorist Lauren Berlant to describe 'the conditions under which certain attachments to what counts as life [or education] come to make sense or no longer make sense, yet remain powerful as they work against the flourishing of particular and collective beings.' (Berlant, 2011: 13). The presentation is intended to stimulate discussion around policy and practice in the area of professional development; and to champion hope over cruel or facile optimism.

Biography

Anne Pirrie is a Reader in Education at the University of the West of Scotland. Formerly a contract researcher, Anne is a generalist with an eye for the particular. Her monograph *Virtue and the Quiet Art of Scholarship: reclaiming the university* (2019) explores the conditions for human flourishing in an environment blighted by managerialism. *Dancing in the Dark. A Survivor's Guide to the University* invites its readers to embrace uncertainty, and to regard that as a virtue rather than a failure to 'measure up'. Anne considers her role as a teacher in the same terms as the writer and educationalist Nan Shepherd (1893-1981), author of *The Living Mountain*. That is to say, she tries to prevent at least a few of the students who pass through the institution from conforming altogether to the approved pattern.

10.30-10.45 • Break • Lounge

Parallel Sessions

10.45-12.15

	144-145 Raising challenges	135 Communicating	Conf Room 3 Inclusion and differences
10:45	Chasing and slaying the dragon: mapping how trainee teachers' learner and teacher identities change across their training year <i>Stephenson, M., Garcia, D., Wilkes, S. & Boyce, A.</i>	What do teachers know about oral language and communication development in their pupils? <i>Walshe, D</i>	Diversity, inclusivity, and professional learning in Higher Education: a global perspective <i>Chinnasamy, J</i>
11:15	What is quality in Lesson Study? Evaluative usability testing of a conceptual model <i>Mynott, J & Kager, K</i>	Developing a teacher educators' digital hub in Vietnam: the challenges and opportunities in creating a bespoke training module for professional learning <i>O'Connor, J</i>	From the Zoo to the classroom: the exploration of practical teacher education outcomes in zoos and aquariums <i>Johnstone, D</i>
11:45	More than Human reflection - but definitely not a robot <i>Oates, C & Mynott, J</i>	The role of school leadership in supporting implementation of professional learning <i>Coffey, S</i>	Transcending the dragons of conflict in 54 years of a global Living Educational Theory Research approach to professional development <i>Whitehead, J</i>
CHAIR	Derek Boyle	<i>Pauline Smith</i>	<i>Linda Devlin</i>

Keynote

Room 144-145



Dr Paul Vare

University of Gloucester

In this session:

13.15	Keynote Presentation
13.45	Q&A

Identity grafting, values, and Professional Development

Abstract

Our children are the first generation living with the knowledge that their world is likely to become less habitable as they grow up. The implications of this for young people, for educators and for education itself demand careful consideration.

This is the backdrop to a keynote address that will explore the question of how teacher educators might respond to the current epoch, which has been labelled the Anthropocene. It will draw on Paul's research on educator competences across Europe and his role as a teacher educator. While rooted in the policy context of England, the talk will highlight issues that are likely to arise for educators everywhere.

If this all sounds rather ominous, rest assured, Paul is not a depressive type. He has always sought pragmatic ways of working with systemic or 'wicked' problems and recognises the human need for meaningful sources of hope (with the emphasis on being human).

Biography

Paul is Chair of the National Association for Environmental Education, a member of the Adult Advisory Board of the youth campaign Teach the Future and academic advisor to the UN Economic Commission for Europe's (UNECE) Steering Committee on education for sustainable Development (ESD) having co-authored the UNECE Strategy on ESD that was launched in 2005 and to which the UK is a signatory.

Currently Paul leads the Doctor of Education programme at the University of Gloucestershire as well as various MA and BEd modules. His research focuses on ESD and he was principle investigator of A Rounder Sense of Purpose, a six-year programme that developed a competence framework for sustainability educators. In the past, Paul was executive director of an international charity, ran a regional coalition of sustainability-focused organisations in South-west England, worked on community-based projects in sub-Saharan Africa and the UK and was once a secondary school teacher.

Parallel Sessions

14.00-16.15

	144-145 Symposium	Conf Room 3 Developing	135 Overcoming	137 Patterns
14.00	<p>Symposium Mapping new terrain: gender, identity and practitioner learning in global south contexts</p>	<p>Practice Spotlight What does it mean to 'get better' at teaching Geography? Developing a toolkit to help teachers craft their own professional development journey <i>Kitchen, R</i></p>	<p>Practice spotlight Overcoming the dragons in the year of the dragon: an innovative, transnational, collaborative approach to the professional learning of student teachers <i>Liddle, K</i></p>	<p>Hyflex on hyflex: exploring alternative modes of professional development for teacher training <i>Rivera-Wilson, J & Riley, G</i></p>
14.30	<p>This session speaks to the 'complexity' and 'challenges and opportunities' strands and maps new socio-spatial-temporal terrain in relation to gender, identity and practitioner learning in Indonesia and Vietnam.</p>	<p>Practice Spotlight Student participation and teacher professional learning <i>McTighe, H</i></p>	<p>'Teacher agency isn't a myth!' a decade of building personalised leadership capacity in languages education at all levels in Scotland through turbulent times <i>Jones, L & Bell, S</i></p>	<p>From INSET to professional learning: 50 years of change and an agenda for the future <i>Jones, K.</i></p>
CHAIR	Alex Kendall	John Mynott	Catriona Oates	Lizana Oberholzer

15.00-15.15 • Break and change rooms

	144-145 Understanding	Conf Room 3 Emotions	135 Partnerships	137 Experience
15.15	<p>Navigating insiderness in research on professional learning: charting complex waters and taming dragons <i>Morrissey, B et al</i></p>	<p>How do student teachers' emotions affect them during their school placements <i>McClure, E</i></p>	<p>Building stronger partnerships with school-centred initial teacher training placement school networks <i>Boyle, D.</i></p>	<p>Experience of the 'everyday' through rhythms of continuity and disruption <i>Mitchell, S</i></p>
15.45	<p>Tensions and perspectives in the pathways of Teacher Educators in European Contexts <i>Mynott, J & Wrynn, B</i></p>	<p>"...if you have nightmares about an experience you shouldn't be sending young people into a system": drawing on the experiences of learners diagnosed with DCD to rethink the inclusive cultures of mainstream post-primary schools <i>Gardiner, C</i></p>	<p>Sustainably 'We-searching' outdoor learning <i>Vincent, K & Papadopoulou, M</i></p>	<p>It's not "one size fits all", its "one size fits two" developing the BCU Mentor model <i>Mitchell, S et al.</i></p>
CHAIR	Eimear Holland	Siobhán Weekes	Pauline Smith	Linda Devlin

Keynote

Room 144-145



Prof Matt O'Leary

Birmingham City University

In this session:

16.30	Keynote Presentation
17.00	Q&A

What makes professional learning meaningful, impactful and sustainable? Identifying the golden threads of professional learning

Abstract

Professional learning is central to the quality of teaching and education. From the beginning to the end of an educators' career, professional learning can often be the lifeblood that fuels and sustains their work, their continuing commitment and even reignites their passion and enthusiasm for the profession. Yet, experiences and practices of professional learning can differ markedly from one context to another, often subject to competing agendas, institutional policies and priorities as to how it is implemented and experienced. So, what is it that makes certain types of professional learning more meaningful, impactful and sustainable than others for educators? And is it possible to identify core principles and parameters that can be used to inform future approaches to professional learning?

In this talk, I will draw on a range of research projects conducted in different further and higher education settings over the last two decades to explore educators' experiences of professional learning. Despite the differing contexts, cultures and organisations involved, there are golden threads running through each of these projects that help to illuminate some of the core principles and parameters involved, which will be revealed during the course of my talk. I will argue that meaningful and sustainable improvements in educators' professional learning that subsequently lead to tangible

improvements in the quality of the teaching and learning experience ultimately thrive in organisational cultures where educators are afforded the space, time and professional autonomy to build social capital, develop relationships of collegial trust, collaboration and engage in reflexive dialogue with their peers.

Biography

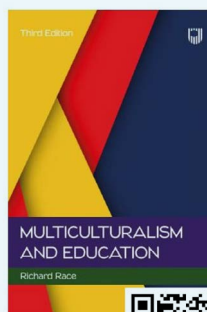
Professor Matt O'Leary is Professor of Education at Birmingham City University. His main research interests focus on education policy and practice in further and higher education, particularly in the context of the professional learning of educators and the development of pedagogic practice. He has published over 50 academic articles, research reports and book chapters.

Professor O'Leary is one of the world's leading experts on the topic of classroom observation. He is internationally renowned for his extensive body of work on the use of classroom/lesson observation in understanding and improving teaching and learning across colleges, schools and universities. His research has had significant impact in the UK and internationally on education policy and the thinking and practice of education leaders, practitioners and researchers working in all education sectors over the last two decades.

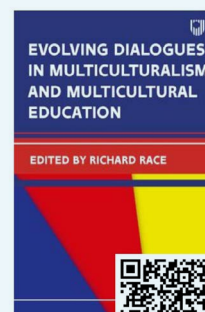
BOOK LAUNCH

In this session:

17.15	Meeting the IPDA journal editors
18.00	Book launch <i>Dr Richard Race</i>
19.30	Conference Dinner including: <ul style="list-style-type: none">• Awards• Presidential address with Prof Anne Looney• Poetry performance with Dave Pitt• Quiz with Stuart Mitchell



Race, R. (3rd Ed.) (2024) **Multiculturalism and Education**, London, Open University Press.



Race, R. (Ed.) (2024) **Evolving Dialogues in Multiculturalism and Multicultural Education**, London, Open University Press.



Dr Richard Race

Dr Richard Race is Senior Lecturer in Education at Teesside University, UK and a Visiting Professor at Sapienza University, Italy. Richard is a current member of the Executive Board of the Society of Educational Studies and Editorial Board Member of the British Journal of Educational Studies. He was elected by membership onto BERA Council and was also a member of BERA Conference and Events Committee (2015-2023). Moreover, he has been co-convenor of the Postgraduate PIN with the Society of Research into Higher Education since 2007.



Prof Anne Looney

Anne Looney is the Executive Dean of the Institute of Education. A graduate of the Mater Dei Institute in Dublin, and the Institute of Education in London where she completed her doctoral studies, she taught in a post-primary school for 14 years before joining the National Council for Curriculum and Assessment. In 2001 she was appointed Chief Executive. She led the NCCA until 2016 when she moved to the Higher Education Authority as interim Chief Executive. She joined DCU as executive dean in March 2017. She spent 12 months as a professorial research fellow at the Institute for Learning Sciences and Teacher Education at ACU in Brisbane in 2014/15. She has published on curriculum and assessment, school culture and ethos, the reform of education systems and religious and moral education.



Dave Pitt

Dave Pitt is a Black Country based performance poet, storyteller and playwright. His work is a mix of humour, poignancy, and anger and leads audiences on a ride of emotional highs and lows. He has performed poetry around the country both solo and as part of the group, "Poets, Prattlers and Pandemonialists."

"Black Country Stormzy"

"Now more than ever, our world needs the raw anger of poets like Dave. Importantly, we also need the laughs he brings – plus those glints of hope, romance and solidarity."

"Dave Pitt took an already superb atmosphere and turned it up a notch or two with a superb set."

"Voice of Social Justice."

Welcome & Keynote

Room 144-145



Prof Carmen Montecinos

Pontificia Universidad Católica
de Valparaíso, Chile

In this session:

8.30	Registration and Networking with associations
9.00	Welcome
9.15	Keynote Presentation
9.45	Q&A

Professional learning for Interprofessional collaboration in schools

Abstract

The problems vulnerable students present are complex, and to support their educational trajectories, these are to be identified at the diagnostic stage when envisioning possible solutions. Classroom teachers will be more likely to address this complexity if they can collaborate with other professionals. Interprofessional collaboration frequently requires shifts in established practices to recognize and work with the resources different professions bring to reconfigure students' trajectories away from vulnerability (Edwards, 2010). In this presentation, I illustrate professional learning that enables interprofessional collaboration by drawing from the work of Anne Edwards and data from a research study I conducted in Chile to examine how teachers, social workers, and psychologists used their specialized knowledge to work with students facing challenges.

Biography

Carmen Montecinos is a Professor of Psychology and Director of the Educational Leadership Center at Pontificia Universidad Católica de Valparaíso, Chile, and is a Senior Researcher at the Center for Advanced Research in Education (CIAE-Universidad de Chile). Her research focuses on preservice and in-service teacher learning, development, and leadership in schools facing challenging circumstances. She has published articles in peer-reviewed journals and book chapters. Her most recent co-authored publications have appeared in the journals *Teaching and Teacher Education*, *Educational Management Administration and Leadership*, *Leadership*, and *Policy in Schools*, *Revista Colombiana de Educación*, and the *European Journal of Education*. Carmen serves on the ICSEI Board and co-coordinated the Standards for the Teaching Profession development and contributed to developing the Standards for School Leadership in Chile.

Parallel Sessions

10.00-11.00

	144-145 Preparing	Conf Room 3 Enabling	135 Understanding	137 Neoliberalism
10:00	What are the perceptions of preparedness of Early Career Teachers following the new framework from the Initial Teacher training tutors who work with them <i>Barnes, M</i>	The problem in the 'middle' : the misaligning of policy and practice for the career-long professional learning of teachers in Scotland <i>Farmer, S</i>	IPDA England Symposium A critical exploration of the professional learning needs of Early Careers Researchers (ECR) and Post Doctoral Researchers (PDR): How can these be supported and met through collaborative professionalism?	Round Table Walking, Talking and Exploring Professional Identity <i>Tremayne, D</i>
10:30	A critical investigation into the impact of mentoring and coaching on the retention of early career teacher <i>Gwilt, P</i>	Factors enabling or inhibiting primary teachers' engagement in transformative professional learning in Ireland <i>Foley, K</i>		
CHAIR	Alex Kendall	Catriona Oates	Lizana Oberholzer	John Mynott

Keynote

Room 144-145



Dr Eamon Costello

Dublin City University

In this session:

11.15	Keynote Presentation
11.45	Q&A

You are a good and kind and loveable person: A postdigital proof

Abstract

You are a good and kind and loveable person. In this talk, I will examine evidence for this claim and offer a proof of its veracity. My argument will unfold around the nature of what we take ourselves to be. What we are ought to be easy to determine, after all, we have as individuals access to a treasure trove of the evidence of ourselves. Moreover, you alone have the greatest onus and desire to know yourself – it would not make much sense to offload this task to anyone else for example (and ChatGPT was not, nor never will be, trained on the full data of you). Yet despite opportunity and impetus, self-knowledge is hard to come by. It remains veiled from us. Several delusions conspire to cloud, hinder and obscure our experience of ourselves which leave us confused and dissatisfied with life. Reducing this confusion and dissatisfaction is vitally important because how we feel subtly alters our overall experience and permeates the fabric of our professional learning environments. As Nel Noddings (2023) put it, “people learn best when they are happy” and “happy individuals are rarely violent or intentionally cruel.” Educators it would seem then have an obligation to not just know but feel the most affirming aspects of our experiential nature.

In this talk, I will illustrate my argument to the IPDA Conference delegate using narrative accounts of contemporary professional practice drawing on situated examples of recent issues posed by GenAI to teaching and research. The character of GenAI in this tale will not be given any extra special credence or attention beyond recognising it as one more protagonist of our postdigital condition, i.e. something digital and analogue; comprised of love and labour; not ahistorical; and something that can perpetuate epistemologies of distraction and pedagogies of panic (Costello, 2023).

I will use a form of narrative exposition to help make my case because we urgently need capable forms of storytelling. As we sail into the uncertain, unmapped and unscripted futures evoked in this year’s conference theme, there is one thing we do know:

“The facts alone will not save us” (Benjamin, 2024). Instead, a recent speculative turn (Bozkurt et al 2023; Ross, 2022; Houlden & Veletsianos, 2022) has called for more radically imaginal approaches to education and argues that we need “novel fictions that reimagine and rework all that is taken for granted about the current structure of society to expand our own visions of what is possible” (Benjamin, 2016). Whilst the story in this talk will draw on familiar faces of professional learning practice, it will also attempt to say stranger things, so that we can think together, not just more expansively, but in ultimately wilder ways (Costello, 2023). Although some of the arguments offered will be non-conceptual, which can feel disorientating or frightening, there is no need to be afraid. The ending will be spoiled from the outset. You already know, that you are not just good and kind, but a loveable person.

Biography

Dr Eamon Costello is an Associate Professor of Digital Learning in Dublin City University. He has degrees in English and History, Computer Science and a Doctorate in Education. He is deeply curious about how and why we learn in particular environments, offline, online and everywhere in between. He is also concerned with how we actively shape our world so that we can have better and more humane places in which to think, work, live and learn. Ultimately this has become an increasing focus of his work: to determine how students and teachers can work together and hold each other accountable for building mutually shared worlds. This work has been widely published in journals relating to critical education, ethics of educational technology, open education, digital learning pedagogies, learning design, speculative methods and AI in education. He is an accomplished public speaker and is known for his creative approaches to teaching and multimodal research and outreach. He was formerly Head of Open Education in Dublin City University and is currently a national ambassador for the DigiEduHack European Digital Education initiative. He is an advocate of using the right tool for the right job – or sometimes none at all, for not everything can be fixed nor should be built.

Parallel Sessions

12.00-12.30

	144-145	Conf Room 3	135
12:00	Professional Development in Education Journal Symposium	Round Table Year of the Dragon, using traditional epistemology as lens in professional learning <i>Jackie Lysaght</i>	Round Table 'We need a bridge', approaches to engaging primary teachers in transformative professional learning and the role agency plays <i>Kathleen Foley</i>
CHAIR		Eimear Holland	Derek Boyle

Conference Closing

12.30-13.30 Room 144-145

In this session:

12.30	Plenary with Lizana Poetry performance with Dave Pitt Conference prizes
13.00	IPDA AGM
13.45-14.30	Lunch
14.30-17.00	Collaboration time